



To: Dr. Joel D. Boyd, Superintendent of Schools
From: Latifah Phillips, Chief Equity and Engagement Officer
Date: August 27, 2021
RE: UPDATE ON EFFORTS TO ADVANCE DIVERSITY, EQUITY AND INCLUSION

The Office of Educational Equity and Community Empowerment was established in 2019 and is grounded in the district's fundamental commitments to 1) eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students; 2) provide equitable funding and resources among the district's diverse schools, and 3) engage all families with courtesy, dignity, respect and cultural understanding. A brief overview of selected efforts to deliver on these commitments - both within the Equity and Empowerment Office and across other departments - are reflected below.

Fostering a commitment toward high expectations and rigorous instruction

Through the community-led Portrait of a Graduate (PoG) process, LPS, in partnership with Project LEARN, developed a vision of the mindset, skills and competencies we hope for all of our Lowell graduates to acquire upon graduation (see appendix A). The PoG defines success for all Lowell students - regardless of race, ethnicity, and socioeconomic background - as envisioned by the community, including the values, knowledge, skills, and work habits they will need to thrive as learners, workers, and leaders in the 21st century. Six competencies were identified from this collective vision (Mind, Heart, Spirit, Skills, Network, and Leadership) as the key skills and attributes students should acquire and master by the end of their senior year.

This vision sets high expectations for what all students can achieve in school. The next phase of the PoG process will entail working with community and teacher teams to identify what progress toward each of these competencies looks like in daily practice, what gaps exist toward providing students with well-rounded educational experiences, and what new experiences need to be created in order for all graduates to achieve this vision.

Racism Reporting Protocol

Last year, as a result of input from listening sessions with Lowell High School students during the summer of 2020, the district developed a reporting protocol to address racism, discrimination and harassment. This protocol was vetted with the Lowell Student Advisory Council in fall 2020 and rolled out in November of that same year.

Given the return to in-person schooling in the upcoming 2021-22 school year, the district will resume its awareness campaign to ensure students, families and staff know of the reporting form and the steps that will be taken to resolve each issue submitted. A website was created (www.lowell.k12.ma.us/page/4399) which houses the reporting form, resolution protocol, a translated letter from the Superintendent and a short video message. Per the Lowell Student Advisory Council's feedback at the conclusion of the 2020-21 school year, the materials will be updated to increase ease of use and accessibility for students and families (see Appendix B). The tracking and resolution of incidents of racism within schools will enable the district to identify trends that can be individually and systemically addressed. This information will also enable the district to provide additional support as needed toward ensuring our district is a welcoming environment committed to high expectations for all students.

Diversifying the Educator Workforce

With grant support from the Parker Foundation, the Equity and Empowerment Office in partnership with the Human Resources Office, UMASS Lowell, and Project LEARN, completed the implementation of year one of a Diverse Teacher Leader Program which includes a training program for current diverse LPS teachers, a marketing campaign for attracting new teachers – with a focus on teachers of color- and a university partnership to strengthen the pipelines of teachers of color from UMASS Lowell to Lowell Public Schools. Additionally, the district has instituted a required anti-bias interviewing training for hiring teams and began the development of a dashboard tool to support the diverse hiring process at each school.

Over the past two years, through improved self-identification processes of current staff and the recruitment of new staff, the district has been able to increase its racially diverse teacher population from 6.8% in 2019 to 10% in 2021 (see Appendix C).

In this upcoming school year, the district is also poised to expand its spring 2020 implementation of staff affinity groups, which is a strategy for creating a more welcoming, multicultural environment that promotes settings where people can feel safe, strong and reflected within their environment. The *affinity groups* were created in response to the requests received from the district's Diversity Network of staff. Affinity groups not only improve the likelihood that interracial dialogue will be honest, constructive, and effective but they also serve as a professional learning community that can review problems of practice and offer support or create solutions. The district will kick off its year two implementation in September 2021.

Adoption of Inclusive Curricula

The concept of students seeing themselves and their cultures in the instructional materials in school is not a new concept in education - nor in Lowell Public Schools. As presented by the Office of Teaching and Learning in a memo at the August 25, 2021 School Committee meeting, the English Language Arts and Literacy Department has been working to make more inclusive texts available, revise curriculum to match the LPS student populations, and update inaccurate and outdated books. The adoption and implementation of culturally affirming instructional materials in the classroom is not only appropriate for reflecting the rich diversity of Lowell, but in also communicating to students that they are valued as a part of the literary contributions to the US and the world.

While adoption of materials is an important first step, high-quality professional learning around the implementation of these culturally affirming texts is a critical accompanying step. Training

for staff that provides a foundational understanding of culture, identity, bias and the intersections of race, gender, sexual orientation, religion, etc., is a critical next step toward ensuring the materials are taught in a way that meets the intent of the adoption of inclusive materials.

Social Emotional Learning and Civics Education

Teaching students to understand each others' perspectives and respect each others' points of views and lived experiences - especially those whose lives are more difficult than their own – is also not a new concept in education nor in Lowell Public Schools. These concepts are reflected in social emotional learning, civics education, and what was once called “character education”.

The district's current implementation of social emotional learning curricula and training in select pilot schools and DESSA training across all schools is an important first step. And providing high-quality professional learning around acknowledging and valuing cultures different from one's own and valuing different perspectives and ideologies is a critical accompanying step in establishing conditions that support student development of SEL competencies, such as self-awareness, social-awareness and cross-cultural relationship building skills, to name a few. This includes examining socio-economic inequalities and racial inequalities and taking intentional steps to ensure that schools become spaces that actively reduce negative societal trends and predictable outcomes aligned with race and economics.

Presenting painful chapters of United States history in a truthful way

The recounting and retelling of historical events is an ongoing process, and National and State history standards adoptions over the past decade reflect the shifts in values over time. As an education institution, Lowell Public Schools is committed to providing students with the civic skills to be critical thinkers and balanced examiners of history and current events, understanding the past in order to recognize our progress as well as to not repeat its mistakes.

As shared by the Office of Teaching and Learning, LPS will be implementing a new social studies program this fall for K-5 students called Inquiry Journeys. As part of this program, students will investigate inquiry questions by considering multiple perspectives of the same moment in history.

Additionally, in rethinking how we teach and celebrate history, the district became one of many districts and municipalities across the state and country to adopt **Indigenous Peoples' Day** within its 2021-22 school calendar. Preparation for this celebration centers around authentic materials created by and approved by Tribal curriculum writers, local Tribal education departments, the National Museum of the American Indian and the National Indian Education Association. Additionally, resources are available from the Department of Elementary and Secondary Education's social science framework. A team of LPS educators and local and national Tribal partners have been identified to advise on the development and implementation of the activities to take place at the end of September and early October, including an optional curriculum teach-in, guest speaker event, and available curriculum at the different grade levels.

Professional Learning on Culturally and Linguistically Sustaining Practices

Last year, a district team of central office leaders, school leaders, teacher leaders and a school committee representative participated in intensive training provided by the Department of Elementary and Secondary Education's consultant, Blackprint, Inc. in culturally responsive leadership practices. Resulting from the training sessions, the LPS team developed and

presented a draft culturally responsive education framework (see Appendix D) and began to engage in feedback sessions with different stakeholders around the framework.

In the 2021-22 school year, the team will continue in year two of the leadership training and build off of the plans developed in 2020-21. This includes stakeholder feedback sessions around the proposed framework with teachers, other district staff, students, families and community members. In preparation for a 2022-23 district-wide roll out, school and central office leaders kicked off a three-part, year-long training program this year focusing on equitable and culturally responsive leadership, using *Coaching for Equity: Conversations that Change Practice* (Aguilar 2020) as a guiding text. Part one focuses on strengthening foundations of culture, identity, race, and bias. Part two will transition to the leaders learning how centering student voice and student feedback loops can be a tool for improving student achievement. And the last part will focus on leaders having the skills to review, identify and eliminate bias in curriculum. Teachers will also be offered a voluntary opportunity to participate in a pilot training which mirrors the training the district leaders will receive. Lastly, school site councils will receive training in using an equity lens for decision-making as they prepare to engage in the third year of the fair student funding school-based budgeting process.

Immediate Next Steps

A chart which outlines planned activities to further advance the District's *fundamental commitments to equity*, which was previously presented publicly at the School Committee Meeting on May 5, 2021, is attached as Appendix E.

Attachments

- Appendix A - Portrait of a Graduate
- Appendix B - Incident Reporting Protocol
- Appendix C - Staff Diversity Report
- Appendix D - Draft Culturally Responsive Framework
- Appendix E - Project Plan Summary

PORTRAIT OF A GRADUATE

LOWELL PUBLIC SCHOOLS

THE MISSION:

Lowell Public School graduates will be strong of mind, heart, spirit, and skill so they are prepared to engage and lead with others to make positive change for a more equitable world.



Lowell Public Schools is committed to launching every graduate into adulthood prepared for life. We know that a successful launch requires a diverse team of people—educators, families, and community members—working together to execute the mission: giving every student the opportunity to learn, grow, and thrive. The Lowell Portrait of a Graduate describes the knowledge, skills,

No. 1 MIND

Students will acquire the knowledge, intellectual abilities, and problem-solving skills they need to be lifelong learners and critical thinkers in a complex and ever-changing world.

No. 2 HEART

Students will acquire the self-awareness, cultural humility, and historical knowledge that will enable them to understand, appreciate, and value people from different cultures, and belief systems.

No. 3 SPIRIT

Students will approach learning, work, and life challenges with patience, perseverance, and accountability as they develop the resilience and determination essential to success. In addition,

No. 4 SKILL

Students will possess the real-world skills they need to evaluate new information, communicate their ideas, solve challenging problems, devise innovative solutions, and use digital technologies.

No. 5 NETWORK

Students will be able to communicate effectively and persuasively, collaborate productively in groups or teams, follow through on commitments and responsibilities, and interact respectfully, empathetically, and constructively with others.

No. 6 LEADERSHIP

Students will have the confidence, knowledge, and abilities they need to be civic-minded, engaged, empower others, seek justice, and achieve positive change in the world.

APPENDIX B

INCIDENT REPORTING FORM

BULLYING

For more information about bullying, please visit the following site: <https://www.lowell.k12.ma.us/Page/714>

Bullying is REPEATED use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at the victim that causes or places the victim in reasonable fear of harm to himself or of damage to his property, creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or disrupts the education process.

Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include but is not limited to electronic mail, internet communications, instant messaging, posting on social networking sites, or facsimile communications.

HARASSMENT

For more information about harassment, please visit the following site: <https://www.lowell.k12.ma.us/Page/4400>

Harassment is defined as any conduct of a verbal or physical nature that embarrasses, distresses, agitates, disturbs, causes fear, causes an apprehension of harm, harms or troubles a student on the basis of race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, gender identity, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

DISCRIMINATION

For more information about discrimination, please visit the following site: <https://www.lowell.k12.ma.us/Page/4400>

Discrimination is the unfair treatment and/or a denial of one's rights and privileges based on a person's race, color, religion, ancestry, national origin, sex, marital status, socioeconomic status, homelessness, gender identity or expression, pregnancy or pregnancy related condition, parenting status, sexual orientation, disability (including but not limited to mental, physical, developmental or sensory), academic status, physical appearance or by association with a person who has or is perceived to have one or other of these characteristics.

RACISM

For more information about racism, please visit the following site: <https://www.lowell.k12.ma.us/Page/4400>

Racism is the belief and dominance of one race over all others, manifested in practices, beliefs, social relations, phenomena, institutions, structures, and systems. The reproduction and

maintenance of a racial hierarchy and social structure that yield superiority, power, resources and privilege for some, and discrimination, exploitation and oppression for others.

Date of Report

Incident Type *

- Bullying
- Discrimination
- Harassment
- Racism

Incident based upon... *

- Disability
- Gender
- Non-Sexual
- Orientation
- Race
- Religion
- Sexual
- Other: _____

Name of person reporting the incident.

(Leave blank if you wish to remain anonymous).

Name: _____

If you are the person who suffered from the incident, then select Target. If you are reporting the incident, then select Reporter.

You are the: *

- Target
- Reporter

You are a(n): *

- Administrator
- Parent
- Student
- Teacher
- Filing anonymously
- Other: _____

Your contact information/telephone number:

(Leave blank if you wish to remain anonymous).

Your answer: _____

Which school or work site should receive this report?

School or work site:

- Don't know

If the target is a student, please state which grade the student is in.

Grade:

Name of the person(s) who suffered the aggression.

Target(s):

Name of the person(s) who committed the aggression.

Aggressor(s):

Date of incident:

Time of incident:

Location of incident (be as specific as possible):

List people who saw the incident - Bystanders.

Bystander (1):

What is the role/position of the Bystander?

Position (1):

- Student
- Member of Staff
- Other: _____

Bystander (2):

Position (2):

- Student
- Member of Staff
- Other:

Bystander (3):

Position (3):

- Student
- Member of Staff

Other:

Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used).

What happened?

2020-21 Race/Ethnicity and Gender Staffing Report - District - All									
Diversity Total Count- All Staff in District									
District/School Name	District/School I Code	African American (%)	Asian (%)	Hispanic (%)	White (%)	Native American (%)	Native Hawaiian, Pacific Islander (%)	Multi-Race,Non-Hispanic (%)	
Lowell	1600000	2	4.5	6.7	86.2	0.1	0	0.5	13.80%
2019-20 Race/Ethnicity and Gender Staffing Report - District - All									
District/School Name	District/School I Code	African American (%)	Asian (%)	Hispanic (%)	White (%)	Native American (%)	Native Hawaiian, Pacific Islander (%)	Multi-Race,Non-Hispanic (%)	
Lowell	01600000	1.7	3.7	5.9	88.1	0.2	0.2	0.4	11.90%
2018-19 Race/Ethnicity and Gender Staffing Report - District - All									
District/School Name	District/School I Code	African American (%)	Asian (%)	Hispanic (%)	White (%)	Native American (%)	Native Hawaiian, Pacific Islander (%)	Multi-Race,Non-Hispanic (%)	
Lowell	01600000	1.7	3.5	5.2	88.9	0.2	0.2	0.3	11.10%
2017-18 Race/Ethnicity and Gender Staffing Report - District - All									
District/School Name	District/School I Code	African American (%)	Asian (%)	Hispanic (%)	White (%)	Native American (%)	Native Hawaiian, Pacific Islander (%)	Multi-Race,Non-Hispanic (%)	
Lowell	01600000	1.7	3.4	5.5	88.7	0.2	0.2	0.4	11.30%

2020-21 Race/Ethnicity and Gender Staffing Report - District - Teacher									
Diversity Total Count- Teachers in District									
District/School Name	District/School I Code	African American (%)	Asian (%)	Hispanic (%)	White (%)	Native American (%)	Native Hawaiian, Pacific Islander (%)	Multi-Race,Non-Hispanic (%)	
Lowell	01600000	1.7	3.3	4.6	90.0	0.1	0.0	0.4	10%
2019-20 Race/Ethnicity and Gender Staffing Report - District - Teacher									
District/School Name	District/School I Code	African American (%)	Asian (%)	Hispanic (%)	White (%)	Native American (%)	Native Hawaiian, Pacific Islander (%)	Multi-Race,Non-Hispanic (%)	
Lowell	01600000	1.1	2.8	3.2	92.4	0.0	0.2	0.2	7.60%
2018-19 Race/Ethnicity and Gender Staffing Report - District - Teacher									
District/School Name	District/School I Code	African American (%)	Asian (%)	Hispanic (%)	White (%)	Native American (%)	Native Hawaiian, Pacific Islander (%)	Multi-Race,Non-Hispanic (%)	
Lowell	01600000	1.2	2.7	2.3	93.2	0.1	0.2	0.4	6.80%
2017-18 Race/Ethnicity and Gender Staffing Report - District - Teacher									
District/School Name	District/School I Code	African American (%)	Asian (%)	Hispanic (%)	White (%)	Native American (%)	Native Hawaiian, Pacific Islander (%)	Multi-Race,Non-Hispanic (%)	
Lowell	01600000	1.4	2.9	3.0	92.1	0.0	0.2	0.4	7.90%

APPENDIX D

(Draft) Culturally Responsive Framework

A framework is being designed to support educators, schools leaders and family/community stakeholders in developing and implementing policies and practices that educate all students effectively and equitably, which includes providing and allocating appropriate supports and services to promote positive student outcomes.

A Culturally and Linguistically Responsive framework is intended to foster student-centered learning environments that affirm cultural and linguistic identities; seek positive academic outcomes; develop students' abilities to think critically and make connections across lines of difference; elevate historically marginalized voices; and cultivate agency in students to be social change-makers.

Welcoming and Affirming Environment /Classroom Culture

- High Expectations and Rigorous Instruction
- Inclusive Curriculum and Assessment
- Ongoing Professional Learning

Guiding Principles

Management and Allocation of Resources, Supports and Services

VISION



I. Students who experience academic success



III. Students who are sociopolitically conscious and socioculturally responsive



III. Students who have a critical lens through which they challenge inequitable systems of access, power, and privilege.

* From the NYSED Culturally Responsive and Sustaining Framework

Culturally and Linguistically Sustaining Practices (C.L.S.P.) Continuum

Definition: Culturally and Linguistically Sustaining Practices draw upon, infuse and evoke students' existing schema, experiences, funds of knowledge, and perspectives to optimally facilitate learning. C.L.S.P. also intentionally seek racial and cultural equity and pluralism in order to deliberately tailor district-wide norms, policies and practices to affirm the identities of and expand opportunities for historically marginalized students. C.L.S.P. heavily relies upon the scholarship and research of its preceding models, namely culturally relevant, culturally responsive and culturally sustaining pedagogies (Gay, 2010; Ladson-Billings, 1995; Paris, 2012). – Dr. Colin Rose & Hayden Frederick-Claire



COMPETENCY 1: Awareness: Understanding One's Lens and Bias

Sufficient analysis of one's own culture to understand the lens that one brings to his/her role; familiarity with one's cultural and racial biases along with knowledge of where to find compensatory resources; ability to recognize and disrupt the effects of his/her personal biases.

ATTRIBUTES

- Recognizes and considers one's own surface, shallow and deep cultural influences and social location and how these impact his/her personal communication style, performance expectations, pedagogy, etc.
- Acknowledges and values culture as fundamental to relationships and learning.
- Understands that culture can be used to empower or enervate, especially in contacts with marginalized cultures.
- Understands the power dynamics between dominant and marginalized cultures and/or persons from different social locations as well as the historical and sociological contexts of these dynamics.
- Is willing and able to recognize and intentionally disrupts personal biases by reflecting on his or her cultural frame and/or social location, widening interpretations, and recognizing triggers.

COMPETENCY 2: Cultural Learning/Relationship Building

Ability to build authentic relationships with students, families, and communities to create a learning partnership. Rigorous inquiry and investigation into students' backgrounds.

ATTRIBUTES

- Proactively examines cultures in order to build relationships with students, families, and communities through communication that refrains from making assumptions about class, race, ethnicity, ability, age, home life, language etc.
- Builds strong, working relationships with students and families employing a two-way communication style that proactively engages them beyond problem issues or concerns and acknowledges differing degrees of comfort with traditional schooling from different families/subgroups.
- Uses rapport and alliance building techniques to create the trust needed for deep learning in the classroom.

COMPETENCY 3: Culturally and Linguistically Sustaining Practices

Utilizes the cultural knowledge of students, families, and communities to adapt practices, materials and environments to engage, motivate, and facilitate deep learning. Is culturally and linguistically sustaining, both validating and connecting to cultural schema to maximize learning opportunities through rigorous instruction and the use of data to reflect and adjust practices.

ATTRIBUTES

- Empowers students by setting high academic goals and expectations for all students. Refrains from deficit-based thinking and provides students with appropriate academic and social/emotional supports and encouragement.
- Provides learning opportunities and experiences that prepare students to persevere and become independent and critical learners.
- Prepares students for standardized assessments but more importantly gives opportunities to learn through authentic assessments.
- Uses quantitative and qualitative data to inform practices and necessary adjustments.
- Challenges traditional curricula that excludes the contributions and perspectives of traditionally underrepresented racial and ethnic groups allows students to "see" themselves reflected in the curricula in positive and substantial ways.

Observed Behaviors Along the Continuum

Cultural Pre-Competence

COMPETENCY 1: OBSERVABLE BEHAVIORS:

Individuals:

- Evidence of reflective behavior (e.g. journaling, regular meetings)
- Evidence of positive offsets for cultural safety, informed by self reflection (e.g. positive proximity and visibility techniques, trigger control, etc.)
- Evidence of closing disparities such as those regularly found in disciplinary/punitive tools
- Evidence of reading texts, especially those assigned, relevant to Race, class, gender and culturally proficient instruction

Open to Feedback

Educator Rubric Elements:

- IV-A-1: Reflective Practices
IV-B-1: Professional Learning and Growth

LEADERS/ORGANIZATION:

- Scheduling and/or administration of O.O.A.G. professional development sessions
- Intentional scheduled time for reflective exercises for staff
- Evidence of collective assessment of organizational structure, policies and schoolwide practices for biases)
- Routine implementation of the "7 Forms of Bias Protocol" to vet instructional materials
- Evidence of text-based discussions with staff

AVID CP Examples

- Individual Classroom Tool
7 forms of Bias Toolkit

Blackprint, 2020

COMPETENCY 2: OBSERVABLE BEHAVIORS:

Individuals:

- Evidence of proactive and positive contact with students and parents with regular and timely communication
- Evidence of soliciting feedback/suggestions from students, parents, and community when possible
- Evidence of rapport and alliance building techniques (e.g. knowledge of student's interests, affirming language), especially for triggering students/that trigger the instructor
- Instruction that is void of destructive actions such as microaggressions
- Provides timely asset-based feedback that holds high standards and specific actionable steps that conveys assurance of capability

- Evidence that students are involved in setting learning goals

Educator Rubric Elements:

- I-C-3: Sharing Conclusions
II-B-1: Safe learning environment
II-B-2: Collaborative environment
II-B-3: Student motivation
III-B: Family Collaboration
III-C-1: Two-way communication
III-C-2: Culturally Proficient Communication

COMPETENCY 3: OBSERVABLE BEHAVIORS:

Individuals:

- Evidence that social/emotional needs of students are responded to appropriately
- Curriculum and instruction is culturally relevant and rigorous for all
- Teacher provides appropriate scaffolds for students to progress and become independent learners on grade level tasks
- Employs cooperative grouping and co-construction of knowledge, representing different modalities
- Explicitly teaches norms of school

Open to Feedback

Educator Rubric Elements:

- I-B-2: Adjustment of Practice
II-A-1: Quality of Effort and Work
II-A-2: Student Engagement
II-A-3: Meeting Diverse Needs

LEADERS/ORGANIZATION:

- Welcoming school/classroom environments that celebrate diversity and accomplishments of students
- On-going professional learning that develops staff's instructional and relational abilities and allows for collaboration and reflection
- Provides opportunities for students, parents/ community to learn/construct curriculum
- School-wide disaggregation of data including educational and social measures (e.g. discipline measures) to monitor for gaps
- Systemize CLSP (e.g. Monitoring for CLSP for all staff and structures for the work to be ongoing)

Cultural Proficiency (CP)

Strategic Plan: Pathway and Timeline (Tentative)

- Year 1 CLSP Continuum: COMPETENCY 1:**
“Year of Equity” District Level Awareness:
Understanding One’s Lens and Bias and Application
to Instruction and Curriculum
- ALL STAFF Professional Development
 - Admin
 - Summer Leadership Institute Administrator
 - End of the Year Administrator Days
 - Utilize LTA for New Teacher Coursework

Year 2: CLSP Continuum: COMPETENCY 2:

Cultural Learning/Relationship Building

Year 3 CLSP Continuum: COMPETENCY 3:
Culturally and Linguistically Sustaining Practices



APPENDIX E

PROJECT PLAN SUMMARY

Create a culturally and linguistically responsive culture across the district

Key Action Steps	Responsible Departments/Persons	Collaborative Departments	2020-21	2021-22	2022-23
Post and hire a Culturally and Linguistically Sustaining Practices (CLSP) Coordinator pending budget approval. This position will support the training, monitoring and implementation of the CLSP framework within schools. This position will also collaborate with instructional coaches and curriculum coordinators to review curriculum for cultural responsiveness and anti-bias as well as align instructional practices with CLSP goals for instructional training, monitoring and support.	Equity Office	HR Office	X	X	
Establish an Equity Advisory for the district comprised of diverse staff, families and community partners to advise on the implementation of the district's CLSP framework and progress of goals.	Equity Office	CLSP District Leadership Team	X	X	
Create two subcommittees of the Equity Advisory, comprised of community and industry experts, to advise on the development and implementation of the district's plan to address Hispanic student success and English learner success.	Equity Office	Bilingual Office	X	X	
Elevate student voice by expanding the Lowell Student Advisory Council to include diverse student representation to advise on matters of racial and social justice across the district.	Schools Office	Equity Office	X	X	X

Create a culturally and linguistically responsive culture across the district (cont.)

	Key Action Steps	Responsible Departments/Persons	Collaborative Departments	2020-21	2021-22	2022-23
Develop a staff training program -Understanding One's Lens and Bias and Application to Instruction and Curriculum - to provide a foundational understanding of cultural and linguistic responsiveness (pre-competence) for every educator and administrator at Lowell Public Schools.	Equity Office	Curriculum Office and District Advisory		X		
Identify a current staff member in each school to be the Equity and CLSP champion and lead the development of a school based CLSP team; this designee will attend the District's Disproportionality Workgroup Sessions and other professional learning opportunities that enhance their ability to be responsible for supporting their school's CLSP and equity goals.	Equity Office	Schools Office		X		
Establish a school-based CLSP team in each school to support the school's goals around an identified area of disproportionality.	Equity Office	Schools Office		X		
Create district-wide affinity groups to provide a space for members with shared identities to network, have mentorship opportunities as well as other opportunities for professional and personal development. Affinity groups also provide spaces for coming up with solutions and recommendations for creating welcoming and inclusive work environments.	HR Office	Equity Office		X	X	X
Develop and implement a Racism and Bias Based Incidents Reporting Protocol as one method toward combating racism and discrimination in the district; use the data to examine trends that reflect embedded institutional racism and individual racism that needs to be addressed.	HR Office	Equity Office		X	X	X

Foster a commitment toward high expectations and rigorous instruction						
Key Action Steps	Responsible Departments/Persons	Collaborative Departments	2020-21	2021-22	2022-23	
Audit current curriculum resources for bias, cultural representation, and quality.	Curriculum Office	Equity Office		X		
Adopt new curriculum where necessary which reflects the diversity of the students and families being served.	Curriculum Office	Equity Office		X		
Train, support, monitor and evaluate instruction that incorporates cultural and linguistic practices into the classroom; provide training on how to infuse culturally and linguistically relevant teaching resources and materials into lessons (i.e. diverse literature, articles, and perspectives are incorporated into lessons).	Curriculum Office	Equity Office				
Embed CLSP best practices into the District's Instructional Coaching Tool and Model.	Schools Office	Curriculum Office; Equity Office		X	X	
Incorporate CLSP school-based instructional walkthroughs which will be conducted to look for CLSP best practices.	Schools Office	Curriculum Office; Equity Office		X	X	
Provide professional development related to culturally responsive implementation of the District Code of Conduct and culturally responsive approaches to student discipline.	Curriculum Office	Schools Office; High School Team; Equity Office		X	X	

Provide meaningful opportunities for family empowerment and partnership					
Key Action Steps	Responsible Departments	Collaborative Departments	2020-21	2021-22	2022-23
Establish a Family Advisory Council across the district comprised of representatives from various Parent Advisory Councils across the district, including school site council parent representatives to review the planning and implementation of the district's CLSP framework, including the parent engagement plan. This Advisory will not replace PACs or other Family Engagement Groups, but instead will provide a streamlined approach to ensuring historically marginalized and diverse communities have a voice in planning, training, implementation and assessment of family engagement strategies and high impact family engagement activities.	Bilingual Office; Special Education Office; McKinney Vento Office; Bilingual Family Liaison Team				
Strengthen school site councils as stakeholders with the skills and knowledge to address disproportionalities within their schools and support the development of training programs for staff around culturally and linguistically responsive education.	Equity Office	Schools Office	X	X	
Develop a Parent Leadership Institute (parent academy) to provide training and support to families that will empower them as educational decision-makers for their children and partners with educators in supporting the academic success of students. The workshops, trainings and other family supports will be developed with the advisement of the Equity Advisory Council and Family Advisory Council.	Equity Office	Bilingual Liaison Team; Bilingual Office		X	X
Establish Family Language Councils to support family advocacy and community-building among members of targeted linguistic communities.	Equity Office	Bilingual Office; Bilingual Family Liaison Team		X	X

Equitably Allocate Resources and Services for Student Success

Key Action Steps	Responsible Departments/Persons	Collaborative Departments	2020-21	2021-22	2022-23
Implement a Diverse Teacher Leader Fellowship Program to bring together diverse teacher leaders to build their skills as part of the district's retention strategy. The fellows will gain common knowledge and language around culturally sustaining practices and hone their mentoring and leadership skills. The hope is for them to establish a professional learning community as well as gain skills for coaching incoming new teachers of color.	Equity Office	HR Office	X	X	X
Create Hiring Dashboards which provide schools and central office hiring teams with a snapshot of each schools' student demographics compared with its staffing demographics. This dashboard will serve as a visual planning tool for schools in their outreach and recruitment of diverse staff to balance their school teams.	Equity Office	Data Office; HR Office	X	X	X
Implement the Fair Student Funding Model to ensure that the district's budget truly follows the needs of each school's student body. This means not only directing more money directly to school sites – thus reducing central office funding – but ensuring that schools with higher need populations receive greater resources in a systematic way based on the differentiated needs of the students they are serving.	Finance Office	Schools Office	X	X	X
Develop and implement a plan of action for eradicating disproportionate student outcomes (academic, attendance, college enrollment, and discipline) for Hispanic students.	Equity Office	Schools Office	X	X	X
Develop and implement a plan of action for eradicating disproportionate student outcomes (academic, college enrollment) for English learners.	Equity Office	Bilingual Office	X	X	X